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EDUCATIONAL FORCES IN THE SOUTH

There are certain advantages in considering this section as a unit. Its geographical solidarity, emphasized by the Civil War and by a common burden of poverty; a peculiar race problem (90% of all negroes are still in the South); a common agricultural interest (79% of the white population is rural), with cotton as the staple product and more than one million cotton mill operatives dependent on this crop indirectly:—all of these facts indicate a common economic and social basis which in turn affects the progress of education.

COMPARISON WITH ENTIRE COUNTRY

The South represents almost exactly one-third of our population. In 1917, it was estimated at 34,145,628. One-fourth of these are negroes and of the remaining whites, 89% are of native parentage. This is an extremely high proportion—for the United States the corresponding percentage is 60.5%.

In 1912 the wealth of this section was \$43,473,032,884 out of a total for the country of \$187,739,071,090. In other words, the South has one-third of the population and one-fourth of the wealth of the country. As the United States is now credited with 250 billion dollars in wealth, about 60 billion of this can be found in the South today.

There are 12,262,835 church members in the South. This is 36%, as compared with 40% in the country at large, and if you deduct 4,190,263 negro members, the number of white communicants is proportionately lowered to 30% of the general population. However, the Protestants do not suffer by comparison, as only one out of ten Catholics, but one out of four Protestants is found in that section. The

NOTE:—The section referred to as the South includes Alabama, Arkansas, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

South has an exceptional number of Protestant churches—92,551 out of 210,358 altogether. It also has 54,739, or 34% of the Protestant preachers in the country.

The educational advancement of the South may be partially measured by the proportion of students attending school for a given period and the funds and property available for their instruction.

(It is difficult to give exact figures for the total population of school age, as school age varies in the different commonwealths. Ordinarily, school age represents 6 to 19 years inclusive, but in the South the ages vary from 6-21 to 7-17.)

With this limitation, population of school age totals 11,008,390 for both races. This is over 30% of the total population and slightly higher than the estimate for the entire country.

Total school enrollment in the South is 6,361,350 white and 1,760,810 negro. This is almost identical with the ratio of school population attending school in the entire country (73.6%).

Average attendance, however, is extremely low. In 1913-14 it was 74.2% for the entire country. **The 1917 figure for the South is only 67%** (excluding Texas and the District of Columbia, from which figures are not available).

For the negroes alone, as reported by eleven states, the ratio of attendance to enrollment is 64%.

This educational weakness of the South is emphasized by the relatively **short school year** in that section. The average school year for the United States in 1914 was 158.7 days; **the average for the South was 136.5, ranging from 104.3 in South Carolina, to 178 in Maryland.** Thus, it is not only true that a smaller proportion of children attend school regularly, but the period of their attendance is one-sixth shorter on the average for the South and in many places less than two-thirds of the average school year. For example, in Tennessee the average elementary school was open only 110 days in 1916. Rural schools in Alabama were equally limited and the average schools for negroes in South Carolina had a session of only 67 days.

The value of public property used for school purposes in the United States as a whole was estimated at \$1,444,666,859 in 1913-14. Reports from the South for the year 1916-17 show **school property to the value of \$353,774,974.** This is about one-fourth of the total school property in the United States and shows that the South is measurably behind in equipment for educational purposes. Apparently only about 5% of this is devoted to negro education. (\$112,000,000 under private control must be added to reach a complete total of school property in the South, but there is a corresponding amount of private school property in the rest of the country.)

The present rate of school expenditures in the South indicates a growing sentiment for education, which should rapidly bring that section up to the average for the country as a whole. **In 1917 the total expenditures** of the South reported by State Bureaus of Education were **\$135,550,447**, in addition to \$14,000,000 spent on private institutions. The estimated cost of education in the United States in 1914 was \$794,459,968. In other words, the South represents one-third of the population, but spent less than one-fifth of the total for education. Even this annual expenditure for the South is scarcely more than one-fifth of one per cent of its estimated wealth. It amounts to \$3.83 per capita, as compared with the outlay of \$4.82 per capita in the entire country five years previous. The expenditure per pupil enrolled was \$17.06.

COMPARATIVE GRADES OF EDUCATION

It is not easy to distinguish sharply the usual gradations in those sections of the South whose schools are now in process of organization and development. In the field of higher education, however, there has been steady progress toward a standardization of institutions, largely under the influence of the Association of Colleges and Secondary Schools of the Southern States, The Southern Association of College Women, and the various Church Boards of Education. The latter in particular have carefully defined the junior college grade and have classified their colleges accordingly. State Bureaus of Education have led in the standardization of secondary schools and the organization of county high schools. The movement for consolidating rural schools is making possible a better classification for the elementary grades. There are still a large number of irregular schools, especially for negroes and Mountain Whites, which cannot be given a definite rating. This is not a reflection on their status, as most of them are doing immensely important work, especially along industrial lines, but as a result of this condition the figures quoted here can only be approximate with reference to the above grades.

In the field of higher education the southern states should be credited with 161 colleges and universities, not including normal schools, and 40 junior colleges. The total number of secondary schools recorded is 4,953. In 1915 a bulletin of the United States Bureau of Education listed 1,364 of these accredited schools of the first class and 219 of the second class. No exact figures are available as to elementary schools, but there are at least 500 miscellaneous institutions (including business colleges), most of these of relatively low grade, scattered throughout the South.

The attendance at these institutions classified by grades is as follows:

Universities and colleges (students of college grade), 41,115.

Normal schools, 29,463.

Secondary schools, 861,924.

Elementary, 7,171,000.

The total attendance of this system includes 1,760,810 negroes, practically all of whom are in elementary grades. From this statement it is evident that only one in 200 students attends college or university; one in 270 students attends normal school, and one in 9 students attends high school. This is a very low proportion for college and normal school attendance, but an exceptionally high proportion for secondary schools.

(It would seem that a large number of schools in the South are rated as high schools, but without a sharp dividing line between the ninth grade and those below.)

Out of \$543,774,974 worth of school property, a rather large proportion is devoted to higher education. The normal schools have \$14,000,000 and universities and colleges \$127,162,694, with an additional endowment of \$61,500,000. No sharp division is possible between the property devoted to secondary and elementary schools; the total for both grades is \$317,500,000.

The aggregate expenditure for higher education was approximately \$22,448,000, exclusive of normal schools. As the total expenditures in 1917 amounted to 144 million dollars, about one-seventh of that total amount was devoted to college and university work.

EDUCATIONAL FORCES UNDER PRIVATE CONTROL

As in other parts of the country, a considerable proportion of the educational system has been actively promoted by religious and other private interests. This is especially true of higher education. Of the colleges and universities in the South, 130 (not including Catholic and independent) are private, as compared with 31 state institutions and there are also 40 private junior colleges. Seven hundred and seventy-one, or practically one-seventh of the secondary schools are under private control. In the elementary grades the great majority of institutions are public, but there are about 500 miscellaneous schools, mainly industrial and elementary, which are under church and private control. Alabama, Oklahoma, and Virginia report more than 200 of these.

The proportion of school attendance in private institutions is comparatively small. Students of college grade in Protestant colleges numbered 17,500 in 1916-17, or slightly less than half of the total attendance in that field. In the high school grades 51,608, or only one-seventeenth of the total was listed as attending private institutions. Twenty thou-

sand of these are reported from Protestant academies. In the elementary field the number of students outside of public institutions is small, both in actual figures and in relation to the total attendance. Protestant schools, which, however, do not include all private institutions, report approximately 25,000 pupils of this grade.

Private property interests in higher education are about equal to the assets of public institutions, but in the secondary and primary grades the private interests are proportionately very small.

The plant values of southern universities and colleges under state control are estimated at \$48,162,694, to which might be added \$14,000,000 invested in normal schools. On the other hand, private colleges and universities have properties to an aggregate of \$79,000,000¹ and additional endowments of \$61,500,000.² It may therefore be said that private institutions fairly divide the field of higher education with the state.

In secondary and elementary schools, private interests have only \$39,500,000 invested, with \$6,500,000 in endowments, as compared with \$278,000,000 under public control.

Substantially the same proportions are found in the matter of expenditures. For higher education other than normal schools, the State spent \$12,448,881 as against \$10,500,000 expended for higher education under private control. On the lower grades, private institutions expended four million dollars additional, or about one-thirtieth of the total funds expended in secondary and elementary work. Six hundred thousand of this was for negro schools.

EDUCATION UNDER CHURCH CONTROL

It is well established that practically all educational activities not under state control have been founded and supported by the church. Among the larger independent institutions are Rice Institute, Hampton and Tuskegee Institutes and Vanderbilt University. There are also some 500 private secondary schools not under Protestant control and a large number of schools of miscellaneous character, including business colleges, which have no church connection. On the whole, however, a very large proportion of the private educational institutions, notably in the field of higher education, are under church auspices.

As the Catholic population in the South, outside of Louisiana, is comparatively small (in only four states does it exceed 4% of the population), most of these educational interests are under Protestant control. The Protestant group is composed mainly of the Methodist

¹ Includes \$6,000,000 for negroes.

² Includes \$1,100,000 for negroes.

South, Baptist South, and the Presbyterian U. S., which operate exclusively here, together with the Disciples, who have two-fifths of their membership in the South. Smaller proportions of the Lutheran, Methodist Episcopal, and Protestant Episcopal churches are also located in this section.

Protestant schools in the South number 130 colleges, 40 junior colleges, 148 secondary schools, and 53 schools of other types. In general it may be said that the distribution of these educational interests corresponds fairly well to the population and strength of the respective Protestant denominations. The four denominations which have a predominating interest in the southern states (Baptist, Methodist South, Presbyterian U. S., and Disciples) account for all but 39 of these colleges, 32 secondary schools, and 25 others. The total attendance of Protestant schools is 63,244 students, 17,067 of college grade, 17,230 of high school grade, the remainder elementary. Nine-tenths of these college and secondary students and two-thirds of the elementary group are found in the schools of the four denominations noted above.

Financially, also, the churches maintain a predominant hold of private educational institutions. The property of Protestant schools, including theological seminaries, totals \$54,300,000; the endowment of schools for whites \$32,300,000. Four-fifths of this property and three-fourths of the endowment belong to the four distinctly southern denominations. It is difficult to secure complete figures for the annual expenditures of all the institutions concerned, although this is especially significant, as it represents the actual effort being put forth at the present time. \$2,406,108 are expended by schools of the Baptist Church, South; \$1,911,850 by the Methodist Episcopal Church South in 1917-18 (on academies \$227,347, junior colleges \$486,020, colleges and universities \$1,198,483), \$450,928 by 14 out of 28 colleges under the Presbyterian Church U. S.; \$367,394 by 8 out of the 22 Disciples institutions. In addition to this, the three southern colleges of the Presbyterian Church U. S. A. expended \$85,000 and considerable sums went out through other denominations. It will be noted that these current funds, which could be estimated at six and a half million dollars for the four southern denominations, together with amounts expended on education by other churches, very largely account for the total **private** expenditures listed above.

The educational effort of the various Protestant denominations relative to their strength may be indicated by the following table. Only white membership and schools are included:

	Mem- bership	Colleges	Other schools	Attendance all grades	Property	Endow- ment
Bp. So.	41.2%	23.6%	40 %	39 %	28 %	26 %
M. E. So.	31.8%	30 %	14 %	25 %	32 %	34 %
Disc.	8.1%	8.6%	7 %	8 %	8½%	8½%
Presb. U. S.	5.2%	15. %	12½%	9½%	10½%	8 %
Other Denom. ..	13.6%	22.8%	36½%	18½%	21 %	23½%

COMPARATIVE STATUS BY STATES

The ability of the various states to deal effectively with their educational problem depends largely on their comparative wealth and the proportion of negroes and Mountain Whites in their population. In these respects Mississippi, North Carolina and Tennessee, are greatly handicapped. By far the wealthiest states in the South are Texas, Missouri, and Oklahoma. The most populous states are Texas, Missouri, Georgia, and North Carolina. These facts are significant as indicating the possibilities of educational development. As to the actual status, the states with the largest expenditure are Texas, Missouri, and Oklahoma, and those already equipped with the largest amount of school property are Missouri, Texas and Georgia. Higher education is cared for most effectively in Texas, Virginia, Oklahoma, Georgia, and Missouri, both as regards property and expenditure. The lower stages of public education on which the whole system necessarily rests may be judged largely by the actual enrollment of students in relation to the school population. The following percentages show a situation which varies greatly between states:

	White	Negro	Both
Alabama	78%	47 %	
Arkansas			83%
Dist. of Col.			87%
Florida	74%	53 %	
Georgia	70%	67 %	
Kentucky			75%
Louisiana	76%	48.3%	
Maryland			58%
Mississippi			50%
Missouri			76%
North Carolina	82%	75 %	
Oklahoma			90 %
South Carolina			75 %
Tennessee			78.4%
Texas			90 %
Virginia	82%	62 %	
West Virginia			75 %

The comparative statement by states presented above refers only to the public school system. In so far as private and religious edu-

cational interests are designed to serve church constituencies, their schools would naturally be located where those denominational interests center. Regarding the private institutions as a supplement to the public system, their natural field would be those states in which the claims of education have been least developed. In the field of higher education the largest number of students in church institutions are to be found in Georgia, South Carolina and Texas. The largest sums invested in school property and endowment under the control of the church are in Texas, \$11,700,000; Missouri, \$9,500,000; North Carolina, \$9,000,000; Georgia, \$8,500,000; Kentucky, \$7,700,000. Secondary and primary education have not been developed by the religious forces to a point which warrants a comparative statement on the basis of states.

THE GENERAL SITUATION

In many respects the educational question of the South is not to be regarded as a problem divided by state lines. This is rather a complex situation, the main elements of which are found to some extent in each state and in many backward counties. It involves the elimination of illiteracy among the mountaineers and negroes; increasing the systematic provision for mechanical training for the negro; adequate rural schools to replace the older type; longer school terms and better pay for teachers, and higher and more definite standards in secondary and collegiate institutions.

These problems are thoroughly recognized in the South by the educational leaders, both of church and state. The information here presented indicates, however, that the South as a whole is not fully awakened to the desirability of dealing with its own problem in a thoroughly effective way. The process of awakening the people to the **necessity** of education is now under way. The various churches—the Methodist South, Baptist South and Presbyterian South—are now committed to large programs for increasing the financial backing of their institutions. The states are making more liberal appropriations for education than was possible five years ago and there is every reason to suppose that a new era of educational development is beginning. Undoubtedly, this should be preceded by more careful analysis than has yet been made of the relative activities of various private school interests and more particularly of the proper correlation of public and private interests. The field of southern education has ceased to be a mere ground for missionary activity and should be regarded as the social foundation on which must rest the industrial and moral development of the next generation in that section of the country.